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ABSTRACT

Data collected on the Eastern Kentucky University College of Education by the Office of Educational Research and Evaluation for the 1980-81 academic year are presented. Information is included on: (1) basic skills and personality tests; (2) administration of the National Teachers Examination; (3) competency examinations; (4) establishing validity for competency examinations; (5) demographic data; (6) pre-college education of students; (7) enrollment changes and predictions; (8) follow-up procedures; (9) undergraduate survey; and (10) changing admission criteria. Data are illustrated with both tables and figures. (JD)

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FROM ADMISSIONS THROUGH EMPLOYMENT

Annual Report

from

The Office of Educational Research

and

Evaluation

Fall 1980, Spring 1981, and Summer 1981

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INTRODUCTION

This report includes information collected by the Office of Educational Research and Evaluation for the 1980-81 academic year (Fall 1980, Spring 1981, Summer 1981).

Data summarized for the basic skills tests, MMPI, competency examinations, the National Teachers Examination, and the employment program evaluation survey.

The major function of the Office of Educational Research and Evaluation (OERE) is to provide a central location for the collection and summary of statistical information relevant to the quality control of teacher education programs. The Director coordinates the selection, administration, and analysis of measurement instruments used for the evaluation of students during and after matriculation.

The office also provides services to faculty and students for identifying research hypotheses, assistance in the collection and analysis of data, and dissemination of information.

BASIC SKILLS - PERSONALITY TESTS

Basic skills tests were administered by the professors of EDF 102-300. Makeup sessions for students who were absent during the regularly scheduled administrations were conducted by the Office of Educational Research and Evaluation. The office was also responsible for readministering tests to those students who scored below the required minimum. Basic skills data was processed for 397 students in the Fall 1980 and 311 in the Spring semester of 1981. This total of 708 students may be a few short of the total academic year enrollment for 1980-81 since some students did not complete all tests and a few answer sheets contained too many responses and thus were not computer analyzed.

A summary of statistics from the Nelson Denny Reading Test, McGraw Hill Writing Test, and the math tests of the Comprehensive Tests of Basic Skills (1968) is shown is Figure 1. The mean raw scores of Eastern's students are essentially the same as the national norms indicated. The highest level norms available were used, which was the beginning of grade 13 for the Nelson Denny, the end of grade 10 for the CTBS, and four year college freshman for the Writing Test.

The minimum raw scores required for admission to the Teacher Education programs resulted in 23 percent of the students failing reading comprehension and math computation, 32 percent failing math concepts, and 17 percent below the minimum of the Writing Test. Vocabulary scores were not utilized in determining required competency levels.

Figure 1 also indicates that the Spring semester students' mean raw scores, which are identified in the "boxes," and approximately equal to the fall mean scores.

Item analysis for all of the tests are available for diagnostic purposes. Figure 2 shows in rank order those items missed most often. This information was provided to the English Department for discussion and possible curriculum changes.

Personality Evaluation

The Minnesota Multiphasic Personality Inventory were utilized in the initial screening process. Students were advised that they could request an individual interview at the Counseling Center in lieu of completing the inventory. The Counseling Center scored and evaluated the MMPI profiles for the Fall 1980 group. The Center interviewed 34 students from that group of 387 and notified the College that the students were "free of serious emotional pathology."

For the Spring 1981 scoring, the services of National Computer Services were used. Profile reports were, therefore, available for computer analysis and screening purposes. The Counseling Center selected 42 students for interviewing. Table 1 shows that although only 33 percent of the teacher education majors were males, 60 percent of those selected for interviews were of that sex. The comparison of the MMPI scales also indicate that the mean standard scores for both the total number of males (T) and the males who had been referred (R) for interviews were higher than the females on almost all scales except psychology deviate (R females were higher) and the two scales that had equal mean for the total groups which were equal.

FIGURE 1

ENTRY TO TEACHER EDUCATION PROGRAMS
RAW SCORES AND PERCENTILES

Percentiles	Nelson Denny Vocabulary EKU	Nelson Denny Vocabulary *NAT	Nelson Denny Comprehension EKU	Nelson Denny Comprehension *NAT	Math Computation EKU +	Math Computation + NAT	Math Concepts EKU +	Math Concepts + NAT	Writing EKU	Writing *NAT
	98		33		48		30		61	
99	91	76	32	33		48		30	59	61
	85									
98	81	74		32		48		30		60
	78									
97	71	70		31		48	29	29	58	58
96	68	66	31	30	47	48		29		57
95	65	64		30		47		29	57	56
94	64	62		29		47		29	56	55
	62									
93	61	60	30	29		47		28	55	55
91	58	58	29	28		47	28	28	54	54
	57									
89	56	57		28	46	47		28		53
	54								53	
86	52	53	28	27		46		27		52
	51		27		45		27		52	
81	50	48		26		45		25		50
									51	
78	49	47		25		45	26	26		49
	48		26							
75		45		24		44		26		48
	46				44				50	
72	45	43		24		44		25		48
	43		25		43				49	
69		41		23		43		25		47
	42						25		48	
66		39		23		42		24		46
	40		24		42					
63	39	38		23		42		24		46
	38				41				47	
60		37		22		41	24	23		45
	37		23		40				46	
56	36	35		21		40		22	45	44
	35		22				23			
50	34	32	21	21	37	39	22	21	44	43
	33									
44	31	30	21	20		37	22	20		41
			20			36			43	
40	30	28		19	36			19		40
	29					35			42	
36	28	27	19	18	35	33	21	18		39
32	27	25		17	34	33	20	17	40	38
29	26	24	18	17	32	32		17	39	37
26	25	23		17	31	30	19	16		36
23	24	22	17	16	29	29		15	38	35
20	19	21		16	27	27	18	14	37	34
17	22	19	16	15		26		14		32
14	19	18	15	14	26	24	16	13		31
11	18	16	12	13		22	14	12	34	30
8	16	15	11	12	21	19		11	32	27
5	15	12	9	11	19	16	11	10	30	24
3	14	10	6	9	16	13		8	27	20
1	8	8	4	7	8	10	7	6	20	15

*Beginning Grade 13

+Ending Grade 10

SP 81

Figure 2

Rank Order of Items Missed Most Often by
Freshmen Teacher Education Majors
on the McGraw-Hill Writing Test
for Fall, 1980

Question Number	Percent Correct	Concept Measured or Error Analysis
22	1	Considered usage of oftenest to be an error in grammar.
16	12	Capitalization of a preposition in a title.
3	13	Did not consider colloquial usage of stars as a verb to be incorrect.
40	14	Did not recognize a complex sentence.
20	22	Did not recognize the correct usage of a colon.
25	30	Considered usage of frequent as an adverb to be correct grammar.
45	30	Usage of who/whom.
44	30	Usage of who/whom.
36	34	Did not recognize a complex sentence.
39	36	Considered a simple sentence with a prepositional phrase to be a complex sentence.
29	37	Usage of comma before simple conjunction.
41	42	Use of which for whom.
6	43	Considered a period separating two simple sentences to be an error.
44	45	Usage of who/whom.
10	47	Lack of capitalization of hollywood not recognized as an error.
2	48	Missed the use of a period instead of a question mark.
28	49	Improper capitalization of a word following a proper adjective.

Statistics compiled by the Office of Educational Research and Evaluation.

TABLE 1

STANDARD SCORES OF MALE AND FEMALE
EDF 402 STUDENTS FOR SPRING 1981
ON SELECTED MMPI SCALES FOR TOTAL GROUP
AND REFERRED GROUP

SCALE	MALES SS		FEMALES SS	
	I	R	I	R
HYPOCHONDRIASIS	52	58	49	50
DEPRESSION	53	59	48	52
HYSTERIA	54	55	54	54
PSYCHO. DEVIATE	57	64	57	68
MASC./FEM.	61	62	47	48
PARANOIA	55	64	54	59
PSYCHASTENIA	56	67	53	62
SCHIZOPHRENIA	58	74	53	61
MANIC PSYCHOSIS	62	70	59	68
SOCIAL INTROVERSION	48	52	48	51
NUMBER	108	25	224	17
PERCENT OF TOTAL	33		67	
PERCENT OF REFERRED	60		40	

NATIONAL TEACHERS EXAMINATION

The NTE was administered during both the Fall 1980 and Spring 1981 semesters. All of the students enrolled in ELE/ESE 498 were required to participate. The examinations were administered during the third week of each semester. The Common Area tests were administered in the morning to all of the students; and if appropriate specific area tests were available, students completed them in the afternoon.

A cumulative summary of mean standard scores for the various sections of the NTE may be seen in Appendix A. A total of 367 student teachers participated during the 1980-81 academic year. Their mean Common Examination scores had an equivalent percentile of 40 for the Fall 1980 semester and 48 for Spring 1981. The number of students, mean standard scores, and equivalent percentiles for each specific area are also shown in Appendix A.

NTE Relationships

Correlations were computed to indicate the relationships between the NTE and other instruments. The correlation between the Professional Education Test of the NTE and the Undergraduate Generic Competency Examination was .47 for the Fall 1980 group. Table 2 shows the correlations between the NTE and Competency Examinations specific areas. The correlations range from a high of .89 for English to a relatively lower .41 for special education. These correlations seem to indicate that the Competency Examinations and the NTE tests may be measuring some of the same characteristics.

In order to evaluate the possible use of the NTE as an alternative test for entrance to graduate programs, a sample of the Spring 1980 student teachers' NTE and Undergraduate Records Examinations were computed. Table 3

indicates that the NTE's weighted common exam had the highest correlation with the total URE scores .830 although the URE verbal and the NTE weighted common was not significantly lower.

TABLE 2
RELATIONSHIP BETWEEN THE NATIONAL
TEACHERS AND THE UNDERGRADUATE COMPETENCY
MAJOR AREA EXAMINATIONS, SPRING AND FALL 1980 ADMINISTRATIONS

	N	Mean NTE	Percentile NTE	Mean UCE	Correlation
Art	20	519	23	61.7	.63
Business	9	616	57	56.5	.78
Elementary Education	97	614	57	56.4	.75
English	10	583	44	69.9	.89
Home Economics	11	608	44	68.6	.66
Industrial Arts	21	639	60	65.8	.83
Music	17	591	45	60.1	.59
Physical Education	51	620	53	54.8	.79
Social Studies	11	586	49	65.2	.73
Special Education (Spr)	29	556	41	61.7	.41

The relationship between the Professional Education Section of the NTE and the common (Generic) UCE for 126 Spring students indicated a correlation of .47 with a mean NTE of 53.58 (36th percentile) and a UCE of 49.80.

TABLE 3

CORRELATIONS BETWEEN U.R.E.
AND N.T.E., 83 SPRING 1980 STUDENT TEACHERS

N.T.E.	U.R.E. Verbal	U.R.E. Quant.	U.R.E. Total
Prof. Ed.	.721	.434	.667
W. Common	.827	.609	.830

COMPETENCY EXAMINATIONS

Competency examinations were developed during 1977-78 to identify specific strengths and weaknesses in the college's various programs. Summary information from the data and test results provides input for curriculum development at the departmental level. Another use of the examinations is for evaluating individual student's needs for possible additional study before a degree or certificate is granted. An oral and/or written comprehensive examination may be administered, therefore, to provide additional information.

Professors who teach various sections of multiple section classes communicate concerning course content objectives and examination items. Specific content of courses, are, therefore, enriched or changed according to item analysis information.

Description

A multiple choice format is used for all examinations to help assure objectivity, standardization, and data analysis. The examinations for Secondary Education at the undergraduate level were developed from four major areas of study. The most common percentage of emphasis for each area is presented here with a total of 200 multiple choice questions being presently utilized: (1) Educational Foundations (25%), (2) General Fundamentals (12.5%), (3) Academic Methods (12.5%), and (4) Academic Content courses (50%).

With the exceptions of Speech and Drama, Earth Science, and Psychology, the same academic areas are examined at both the graduate and undergraduate levels.

The Common Core subtest consists of 50 items solicited from the professors who teach EDF 202, EDF 317, PSY 211, and EPY 318 which are required of all students with some exceptions.

Graduate Level Examinations

The Graduate Generic examination consists of 100 multiple choice questions from the four major foundation areas. Twenty-five of the core area questions were developed from the content of EDF 669 Research in Education. The other three areas are, therefore, represented by 25 questions from each area. Graduate students also are administered one or more examinations concerned with their major areas.

The Educational Specialist (EDS) Examination for Elementary Education includes three subtests. Part I has descriptions of three educational situations and 15 multiple choice items referring to those situations. Part II contains five questions concerned with identification of a particular type of research design in response to a brief description of situations. Part III contains 16 multiple choice items concerned with general educational theory.

The four M.A. Ed. and three M.A. degree programs of the Department of Educational Psychology and Counseling utilize a comprehensive examination over five areas with 100 multiple choice questions and additional items specific to a student's major area. The students are also administered the Graduate Generic Examination with 100 items.

The Graduate Competency Examination for the M.A. program in Physical Education includes two subtests for evaluation purposes. The first subtest is concerned with the core or graduate foundation areas described earlier. The second subtest for General Physical Education is comprised of 112 items specific to that field.

The examination for the Educational Specialist program for Physical Education consists of 140 items which include a selection from those developed for the M.A. and M.S. programs and items pertaining to EDF 695 Advanced Research Methodology.

The Master of Science programs in Recreation, Physical Education, Park Administration, and Sports Information, which were administered and summarized in the 1978 report, are coordinated by their specific departments since their separation from the College of Education.

As a result of item analysis and validity studies, the format and content of the various examinations are constantly changing. It is expected that even greater emphasis in the future will be placed on the evaluation of application rather than content. The music examination, for example, includes a taped selection from which students respond to test items after standardized listening procedures. The English Examination is also an example of a test that emphasizes application of knowledge by presenting a written selection to be analyzed and test items that require identification of nonstandard elements.

Time of Administration

The undergraduate examination is administered each fall and spring semester at 9 a.m. on Monday morning of the next to last week of student teaching. This date was selected in order that examination scores would be more representative of the total curriculum experiences.

Monday evening of the last week of student teaching is scheduled as a makeup day for those students with a valid written excuse who were unable to attend the regularly scheduled time. Student teaching commitments are not considered to be valid excuses.

Graduate examinations are scheduled for the first Saturday in November and April with evening sessions the second following week for makeup. Notification to graduate students is mailed to them at least two weeks prior to the first administration date. The makeup sessions are not considered alternate examination periods. Graduate examinations for the summer session are scheduled for the first Wednesday afternoon in July with Tuesday night of the following week for makeup.

Examinees, both undergraduate and graduate, report to their rooms according to alphabetical assignment rather than their competency examination major areas. A packet containing directions, examinations, answer sheets, and demographic data forms are prepared in advance with the students' names and major areas identified on the outside of the envelopes. Examiners need only to distribute the instruments and read the general directions.

Packets for students not appearing for examinations are utilized for identification and notification to them and their advisors or student teaching supervisors of the alternate examination dates. Students not appearing for an alternate date are advised that their packets are available for one week, and they may schedule a make-up period on any day before 2:00 p.m. The Graduate School or Office of Professional Laboratory Experiences are requested to remove any student from graduation who did not complete the competency examination requirement.

ESTABLISHING VALIDITY FOR COMPETENCY EXAMINATIONS

Validity of the Competency Examinations is determined by three procedures (1) subjective judgment of the teaching faculty (2) item analysis which includes discrimination and difficulty indexes and (3) correlation analysis between the undergraduate competency measures and other instruments such as the National Teachers Examinations.

After questions were compiled and each item was placed on a file card, the appropriate faculty members selected items believed to be most appropriate for evaluation of competencies listed earlier. A stratified random sample was then drawn in proportion to the emphasis of the competency or topic in the course or curriculum. Additional subjective evaluation is performed in consideration with the item analysis.

Item Analysis

The standard item analysis conducted for each item of every instrument includes the number of students choosing each option according to the total class, top 27 percent, middle 46 percent, and bottom 27 percent. With this information available, the professors are better able to change optional responses if they were chosen in higher proportion by the better students than by the lower performers or if particular incorrect options had relatively low selection percentages.

Discrimination and difficulty indexes are also utilized for any needed revisions. The discrimination index is computed by subtracting the number of students answering an item correctly in the bottom 27 percent, and the result is divided by the number of students in 27 percent of the examinees. This procedure results in a statistic that ranges from +1.00 to -1.00. If

all of the students in the top 27 percent correctly answered a question which was missed by all of the students whose total score placed them in the bottom 27 percent, a discrimination index of +1.00 would result. Professors are requested to subjectively analyze questions which had discrimination indexes below .20.

The difficulty index has a range from .00 to 1.00. This statistic is computed for each item by adding the top 27 percent of the class. Professors are requested to evaluate items which were missed by a large number of students (.00 - .20) and those items correctly answered by many of the examinees (.80 - 1.00). (An example of the item analysis computer printout may be observed in Appendix E.) The difficulty index also provides information for identification of possible strengths and weaknesses in the program. Curriculum changes can, therefore, be planned as needed.

Table 4 is an example of the type of item analysis that is utilized for each of the graduate and undergraduate competency examinations. This summary of items most answered incorrectly indicates that the concepts concerning manipulation of variables as a major utility in an experimental study was missed by the majority of the graduate students.

Understanding an operational definition was answered correctly by approximately 90 percent of the students. Items missed by those students who enrolled in Educational Research off campus compared with those who attended a campus class indicates that questions concerned with reference materials (ERIC and Mental Measurement Yearbook) were relatively answered more incorrectly by the off-campus group.

As a result of a meeting with the professors of Educational Research, it was decided to improve the teaching of those concepts which were least understood.

TABLE 4
M.A. COMPETENCY EXAM RESEARCH QUESTIONS ITEM ANALYSIS DIFFICULTY
OF ITEMS IN RANK ORDER
PERCENTAGE CORRECT

Question	Concept	1979 All	1979 Off	1979 On	Sp. 1980 All
5	Experimental-Manipulation	.11	.06	.12	.13
9	Person-Style	.16	.13	.16	.13
13	Chi-Square-Use	.21	.19	.19	.24
8	Null Hypothesis-rejecting	.22	.19	.21	.36
6	Ranking-Rating Scale	.22	.23	.22	.25
18	Correlation-Size-Neg.	.23	.16	.25	.33
12	ANOV - Use	.25	.22	.27	.21
23	Sampling-Stratified	.26	.27	.30	.33
3	Delineation	.32	.24	.34	.31
2	Pure-Action-Applied-Basic	.33	.25	.34	.36
21	Validity-Definition	.38	.33	.39	.46
14	Independent-Dependent	.41	.35	.42	.48
10	Hypotheses-Definition	.43	.41	.42	.48
20	Correlation--Independence	.44	.47	.44	.44
1	ERIC	.45	.35	.51	.40
7	Hawthorne-Placebo	.50	.47	.48	.58
11	Table-Placement	.51	.51	.51	.58
22	Test Review MM Year Books	.51	.32	.51	.50
16	Replication	.56	.52	.60	.50
17	Significant difference	.59	.59	.58	.59
19	Deviations-Computation	.70	.72	.74	.75
15	Hawthorne-Subjects	.82	.80	.86	.79
4	Operational Definition	.90	.92	.87	.84
Mean		.40	.38	.42	.42
Number		402	125	265	94

Percentage Correct

Since the major purpose of the competency examinations is curriculum development, the percentage correct for each area is not an appropriate statistic. Specific area tests vary greatly in their levels of difficulty and, therefore, one area should not be compared with another. Individual students scores are recorded and are available upon request to department chairs and advisors. Also since items are in the process of constant revision, it would be difficult to compare mean percentage correct from one year to another.

DEMOGRAPHIC DATA

Demographic data and curriculum information were collected by requesting the students to respond to the questionnaire at the end of the Generic Competency Examination.

Undergraduate

As can be seen in Table 5, 75.2 percent of the undergraduate student teachers were female, approximately the same percentage of students did their student teaching in grades 1-3 (32.1%) as those in grades 9-12 (33.8%). The majority of the students had GPA's between 3.5 and 4.0 (30.9%) and were between 18 and 22 years of age (74.4%). Only .6% of the students transferred credits to Eastern. Statistics concerning location of pre-college education are discussed after the following section.

Graduate

As would be expected, the graduate demographic data is similar to the undergraduate data in many aspects. The majority of the students were female, 77.9 percent (Table 6), and a higher percentage of the graduate students taught students in grades 1-3 (24.7%) or 9-12 (20.1%). The largest percentage of students were teachers (78.9%) who had been teaching from 1-7 years (66.8%). They completed their graduate programs in 3-4 semesters (40.4%). Over half (54.8%) had an undergraduate degree from Eastern.

The foundation area courses completed by the graduate students are shown in Table 7. Human Growth and Development (47.6%), Tests and Measurement (44.1%), and Humanistic Teaching Strategies and Behaviors (42.6%) were selected most often. Since Research in Education was a "required" course, the total percentage of those enrolling in that course should have been close to 100%.

TABLE 5

UNDERGRADUATE DEMOGRAPHIC DATA
THREE HUNDRED SIXTY RESPONDENTS
1980-81 ACADEMIC YEAR

Charactaristic	Percent
Sex	
Female	75.2
Male	24.8
Student Teaching	
Levels 1-3	32.1
4-6	19.0
7-8	15.1
9-12	33.8
Position Desired	
Elementary	29.7
Librarian	1.3
Counselor	.4
Private, Etc.	7.8
P.E., Public	8.9
Spec. Ed.	1.4
Sec. Classroom	23.9
P.E.-Non Ed.	4.3
Allied Health	.6
Other	9.5

Characteristic	Percent
Point Average	
2.0 - 2.3	15.5
2.4 - 2.7	8.8
2.8 - 3.1	24.3
3.2 - 3.5	20.4
3.5 - 4.0	30.9
Age	
18-22	74.4
23-25	16.3
26-28	2.3
29-31	0.0
32-+	7.0
Transferred Credits	.6

TABLE 6

GRADUATE DEMOGRAPHIC DATA
TWO HUNDRED SEVENTY-TWO RESPONDENTS
1980-81 ACADEMIC YEAR

Characteristic	Percent	Characteristic	Percent
Sex:		Position:	
Female	77.9	Teacher	78.9
Male	22.1	Administrator	.4
		Counselor	1.5
Age:		Not ED.	10.7
21 - 25	25.7	Other & Name	8.4
26 - 30	43.0		
31 - 35	17.6	Semesters in Program:	
36 - 40	6.6	0 - 2	6.6
40 +	7.0	3 - 4	40.4
		5 - 6	4.1
Years Teaching:		7 - 8	11.0
None	21.6	9 +	1.8
1 - 7	66.8		
8 - 14	6.0	Undergrad. Inst.	
15 - 21	4.5	EKU	54.8
22 - +	1.1	A KY State	16.2
		A KY Private	16.9
Grade Level Taught:		Private Out	3.3
None	21.2	State Out	8.8
1 - 3	24.7		
4 - 6	15.8		
7 - 8	18.1		
9 - 12	20.1		

In order to summarize whether or not certain courses were taken off-campus or at another institution, the percentage of course enrollments by location is also shown on Table 7. The course taken most often off-campus, was Secondary School Curriculum (52.8%). Advanced Educational Psychology was taken relatively most often at another university (45.2%).

TABLE 7

COURSE SELECTIONS AND LOCATIONS
TWO HUNDRED SEVENTY-TWO RESPONDENTS
1980-81 ACADEMIC YEAR

Course	On Campus	Off Campus	Other College	Enrollment Total
Research in Education	180-*66.4%	77-28.4%	14- 5.2%	271-**99.6%
Adv. Ed. Psych.	6- 30.0%	5-25.0%	9-45.2%	20- 7.3%
Human Develop.	82- 61.7%	38-28.6%	9- 9.8%	129- 47.6%
Tests and Measurement	84- 70.0%	22-18.3%	14-11.7%	120- 44.1%
Ed. Sociology	35- 77.8%	5-11.1%	5-11.1%	45- 16.5%
Comparative Ed.	8- 61.5%	0 .0%	5-38.5%	13- 4.7%
Philosophy of Ed.	49- 71.0%	14-20.3%	6- 8.7%	69- 25.4%
History of Ed.	21- 77.8%	1- 3.7%	5-18.5%	27- 9.9%
Human. Teach. Etc.	70- 60.3%	43-37.1%	3- 2.6%	116- 42.6%
Curriculum Th.	16- 59.3%	6-22.2%	5-18.5%	27- 9.9%
Sec. Sch. Curriculum	20- 37.7%	28-52.8%	5- 9.4%	53- 19.5%
Elem. School Curric.	43- 51.2%	32-38.1%]	8- 9.5%	83- 30.5%

*Percent of Course Enrollment
**Percent of Total Enrollment

PRE-COLLEGE EDUCATION

Figures 3 and 4 show the general location of where the students had attended school during the majority of grades 1-12. Approximately the same percentage of undergraduate students had attended north of Richmond (34.0%) as did those who attended Richmond-Madison County or south of Richmond schools (35.5%). A larger number of students attended out-of-state schools north of Kentucky (21.8%) than either south of Kentucky (4.4%) or western Kentucky (4.4%).

A higher percentage (49.4%) of the graduate students were from schools within Madison County or south of Richmond than from any other area. The location of both undergraduate and graduate students "home area" schools has not significantly changed from 1978 to the 1980-81 group.

FIGURE 3
UNDERGRADUATE TEACHER

EDUCATION MAJORS LOCATION

OF PRECOLLEGE SCHOOL ATTENDANCE

4

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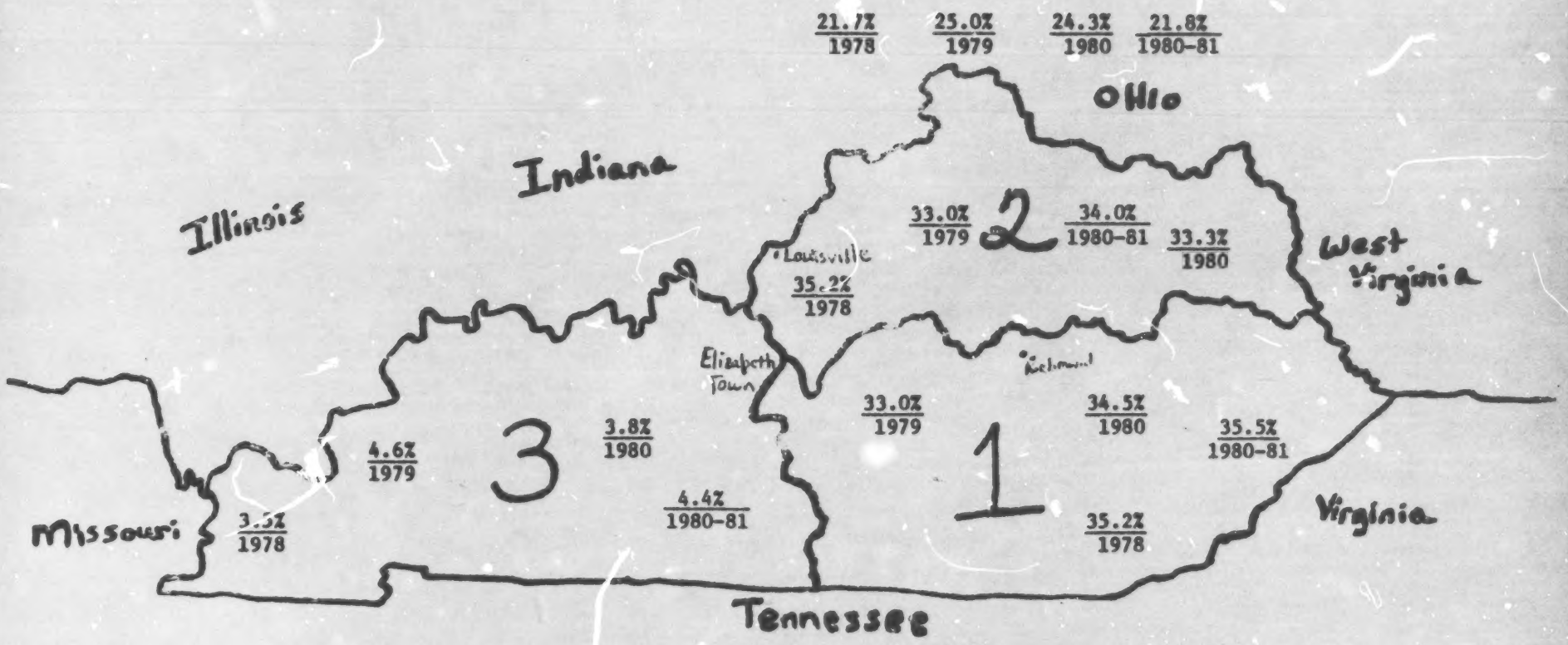
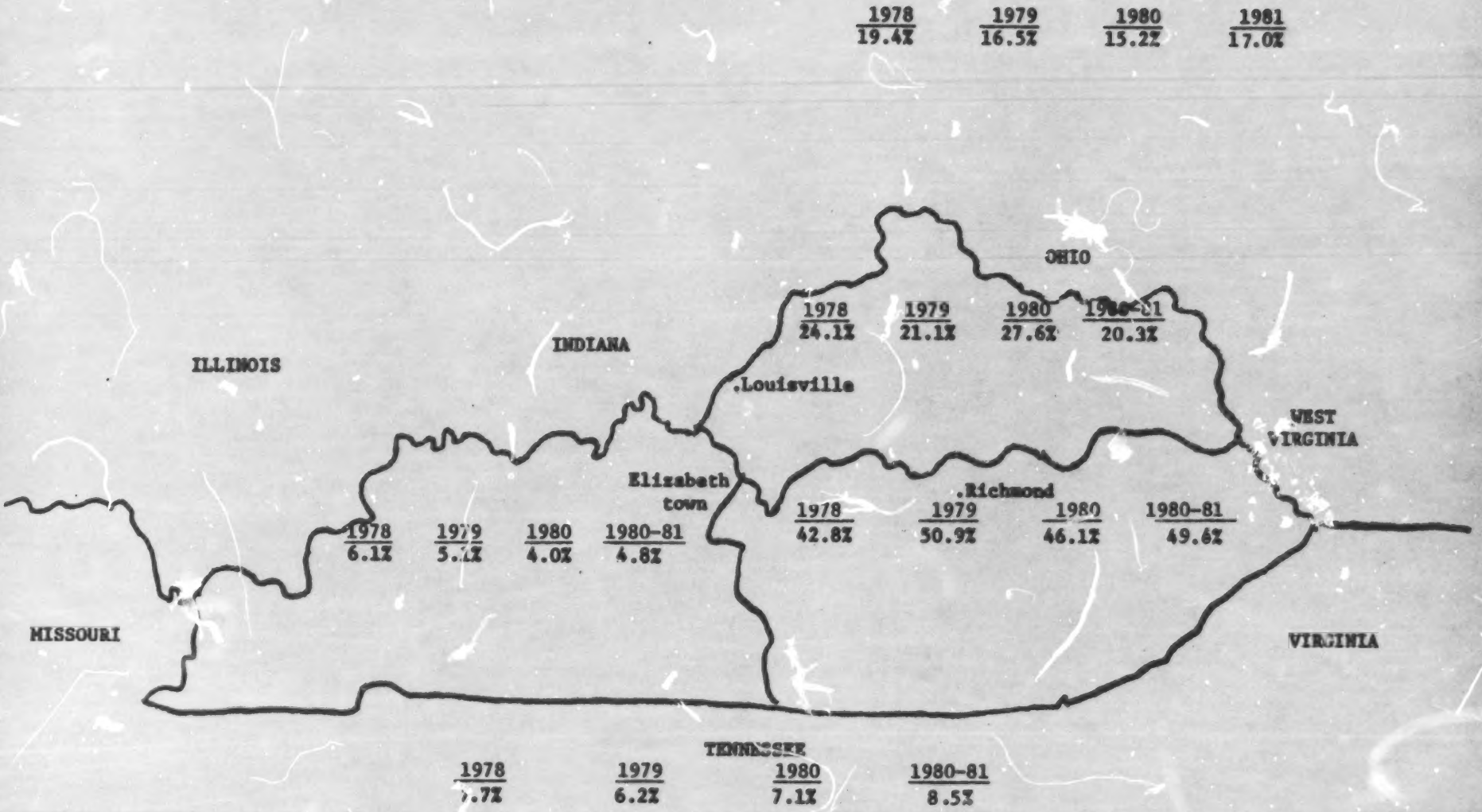


5

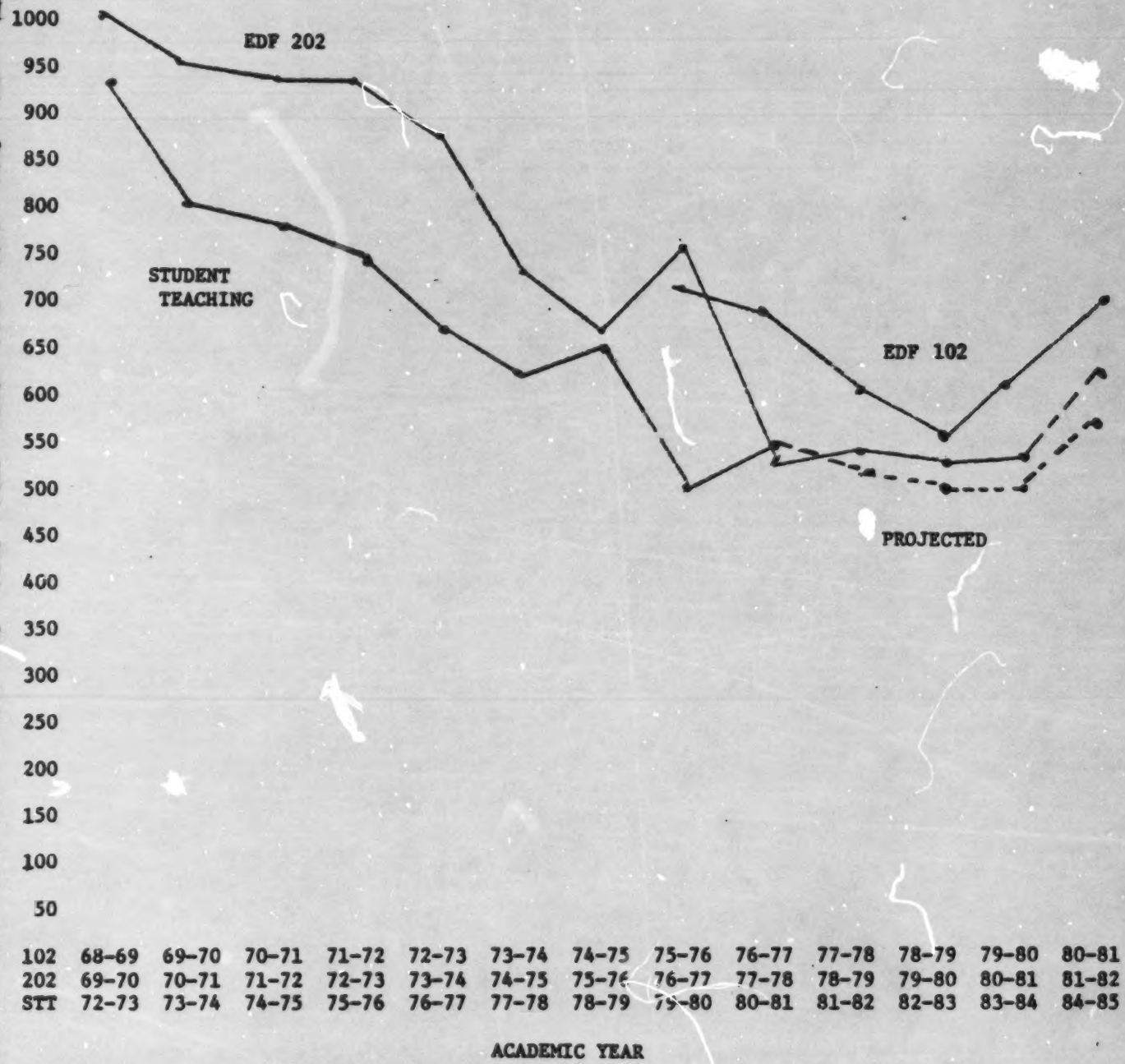
FIGURE 4
LOCATION OF PRECOLLEGE EDUCATION
GRADUATE STUDENTS



ENROLLMENT CHANGES AND PREDICTIONS

Figure 5 shows the relationship between enrollments in EDF 102 Professional Laboratory, EDF 202 Professional Orientation, and ELE/ESE 499 Supervised Student Teaching. When drawing the Figure, it was assumed that the majority of the Teacher Education Majors would enroll in EDF 202 one year following their enrollment in EDF 102 and would experience their student teaching during the fourth year. The enrollment graph indicates that there has been a gradual decline in enrollment at all three levels until the 1978-79 EDF 102 group. Since the 1979-80 and the 1980-81 EDF 102 enrollments increased from the previous year, it is anticipated that the 1984-85 student teacher registration will also increase as compared to the 1983-84 projected enrollment.

FIGURE 5
RELATIONSHIP BETWEEN EDF 102-202
AND STUDENT TEACHING ENROLLMENTS



FOLLOW-UP PROCEDURES
TEACHER EDUCATION GRADUATE
COLLEGE OF EDUCATION

The major purposes of follow-up procedures for teacher education graduates are to provide employment information for preservice majors and to offer both preservice and inservice teachers opportunities to express their opinions.

The 1981-82 procedure requests undergraduate and graduate students to self-address envelopes to a location appropriate for receiving questionnaires from 3 to 11 months later. Since all undergraduate and graduate degree candidates are required to take competency examinations near the completion of their programs, correct addresses are compiled at that time. Undergraduate students complete their examinations during May or December of each year while the graduate students complete theirs in April, July, or November.

Questionnaires would be mailed out in the self-addressed envelopes according to the following schedule:

Undergraduates who complete their programs in December or the following May would be sent questionnaires, cover letters, and return prestamped envelopes during the following November. This would be approximately three months of possible employment for the majority of those first year teachers.

Graduate questionnaires and appropriate related materials are mailed in February. The graduate questionnaires summaries reflect, therefore, the calendar year information while the first year information would represent an academic year.

Results are reported to appropriate faculty members and committees

according to their needs for curriculum development and to provide employment information to students early in their programs.

First year

Questionnaires for our B.S.Ed. students during their first year of possible employment were developed to survey their employment status and their opinions concerning the appropriateness and quality of their preservice experiences at Eastern. (Questionnaires are revised each year according to information desired by faculty and committees).

Since one of the questions ask the respondents whether or not they would welcome an Eastern faculty member to visit and observe their classrooms, follow-up procedures can include on site visitations and/or questionnaires completed by the teachers immediate supervisors.

UNDERGRADUATE SURVEY

Since the self-addressed envelopes would not be utilized until the 1982 mailing, the campus computer services were utilized for selecting a sample of permanent mailing addresses. There were 213 questionnaires mailed to the 1979-80 undergraduate students.

Table 8 shows that 15 of the questionnaires were returned because of incorrect addresses. The survey is based, therefore, on a sample of 198 (55%) of the 1979-80 class of which 103 (52%) returned questionnaires. Of those who returned completed employment questionnaires, 77 percent found full time employment and 12 percent were not employed by choice. Only 12 percent, therefore, could not find a position that they would accept.

The type of position for those employed full time in education can be seen in Table 9. It may also be inferred from Table 9 that although approximately half of Eastern's Teacher Education majors are in secondary education only 5 questionnaires were returned by them. Approximately the same percentage of returns indicated that they were teaching in either a regular elementary or a special education classroom.

Table 10 shows the number of graduates who were not employed and their major areas, it also shows that 6 or the 12 students who were not employed by choice were enrolled in graduate school.

Employment Consideration

In order to ascertain what the respondents' major considerations where when seeking employment, they were requested to rank the items listed in Table 11. It can be observed that a desire to return to their home area was ranked first by 42.1 percent of the respondents and best position

TABLE 8

SUMMARY
EMPLOYMENT SURVEY 1979-80
TEACHER EDUCATION GRADUATES

Classification	Number	Percentage
Full Time Employment	79	77
Not Employed by Choice	12	12
No Position	12	12
Total Returns	103	52 (of Total Del.)
Number Delivered	198	55 (of Total Grad.)
Wrong Address	15	
Possible 79-80	359	

(Survey Based on 29% of Graduates)

TABLE 9

POSITIONS OF FULL TIME EMPLOYED

Elementary (34-43%)	Number	Secondary (5-6%)	Number
Regular Classroom	24	Biology	1
Kindergarten	8	Ind. Arts	1
Physical Education	1	Math	1
Music	1	Music	1
		Phy. Ed.	1
Special Education (33-42%)			
General	11	Migrant	(5-6%)
LBD	8		
Speech	7	Social Worker	(1-1%)
EMH-TMH	5		
HI	2	School Nurse	(1-1%)

TABLE 10

NOT EMPLOYED FULL TIME

No Position (12)	Number	By Choice (12)	Number
Special Education	4	Not Certified	3
English	1	Family	3
Sociology	1	Graduate School	6
German	1		
Kindergarten	1		
Secondary	1		
Rehab.	1		
History	1		
Home. Ec.	1		

available was ranked first by 24.2 percent. Salary as a major consideration was only ranked first by 2.1 percent.

Evaluation of

Respondents were requested to evaluate selected aspects of their program. Table 12 summarizes those characteristics which were rated excellent through very poor and the percentage of responses for each judgement. It can be observed that student teaching (practicum) experiences were rated excellent more often by the respondents (44.3%) and that classroom instruction in the professional education core course EDF 202, EDF 317, and EPY 318 were rated excellent (7.1%).

Table 13 shows the characteristics that the inservice undergraduates rated either that the program objective was met sufficiently or insufficiently. It can be observed that the methods courses had prepared the educators to employ different methods and techniques sufficiently according to 94.7 percent of the respondents.

In order to identify which methods courses were most beneficial to the elementary education majors, they were requested to rank the courses from 1-7 with a 1 being the course they felt was most beneficial. Table 14 shows that the "Reading" methods courses were ranked first by the majority (44 of 70) of the respondents. Math had the greatest number of second ranks, and social studies the greatest number of thirds. The methods courses in Art, Music, and Physical Education received the most 5th, 6th, and 7th rankings respectively. These rankings, however, may not reflect the quality of instruction in the courses but may indicate the extent that the respondents needed to utilize the information in their daily activities.

Inservice undergraduates were also asked whether or not they would be

TABLE 11

MAJOR CONSIDERATIONS FOR LOCATION
OF EMPLOYMENT SEVENTY ONE
FALL 1979-SPRING 1980 GRADUATION

Major Consideration	Percentage Ranked 1	Percentage Ranked 2
Return to Home Area	42.1	14.1
Best Position Available	24.2	25.7
*Spouses Employment	15.8	9.0
Specific Location-Not Home	10.5	3.8
Only Position Available	5.3	11.5
Salary	2.1	35.9

*Marital Status Not Identified

TABLE 12

PERCENTAGE OF RESPONSES FOR EACH VALUE

Characteristic	Excellent	Good	Fair	Poor	Very Poor
Classroom Instruction in EDF 202, EDF 317, & EPY 318.	7.1%	35.4%	36.4%	15.1%	6.1%
Classroom Instruction in Subject - Matter Courses	19.2%	51.5%	26.3%	20.0%	1.0%
Student Teaching (Practicum) Experiences	44.3%	[illegible]	13.4%	4.1%	.0%
Secondary Teacher Subject - Matter Experiences	21.1%	47.4%	[illegible]3%	.0%	5.3%
Overall Effectiveness of Advising	15.3%	44.9%	24.5%	.0%	4.1%

TABLE 13

PROGRAM CHARACTERISTICS JUDGED
SUFFICIENTLY OR INSUFFICIENTLY

Characteristic	Sufficiently	Insufficiently
Encouragement to participate in professional organization	60.2%	39.8%
Provide Experience and Knowledge to Understand and Deal with Students	75.6%	21.4%
Participation with Advisor in Program Planning	77.5%	22.5%
Methods Course Prepare you to Employ Different Methods and Techniques	94.7%	5.3%

TABLE 14

FREQUENCY
RANKS SELECTED FOR
ELEMENTARY METHODS COURSES
UNDERGRADUATES 1979-80
COURSE

Rank	Art	Math	Music	P.E.	Reading	Science	Soc. St.
1	4	7	0	0	44	10	5
2	12	22	2	1	14	8	10
3	9	12	2	4	5	16	20
4	16	7	7	2	4	20	11
5	17	9	7	15	1	9	9
6	6	6	27	17	0	2	5
7	2	6	17	21	1	3	7

willing to allow an EKU faculty member to observe their classes and conduct a short interview approximately 60 percent responded yes and 40 percent either did not respond or answered no.

CHANGING ADMISSION CRITERIA

There was some discussion during 1981 concerning the use of the ACT test for admission to teacher education programs. The results of raising the minimum grade point averages for admission and also for student teaching was investigated.

Figure 5 shows the relationship between ACT's and GPA's of 219 sophomores who had enough credits (90) to be evaluated for admission to the Teacher Education Program. This total number represents only those students whose ACT scores were stored in the campus computer files. It can be observed in Figure 5 that there was a correlation of .55 between the two variables. It can also be seen that the raising of admission standards to the GPA of 2.25 would result in an 11 percent drop in enrollment. Using a total standard score of 15 on the ACT would result in a potential loss of 26 percent.

A summary of the effects of raising the minimum criteria for student teaching from a 2.25 to 2.50 and/or the application of the 15 ACT minimum is shown in Figure 6. A raised GPA would affect 8 percent of the students and the application of an ACT of 15 or larger would affect 26 percent of the seniors. A correlation of .52 was found between GPA's and ACT scores for that group.

FIGURE 6

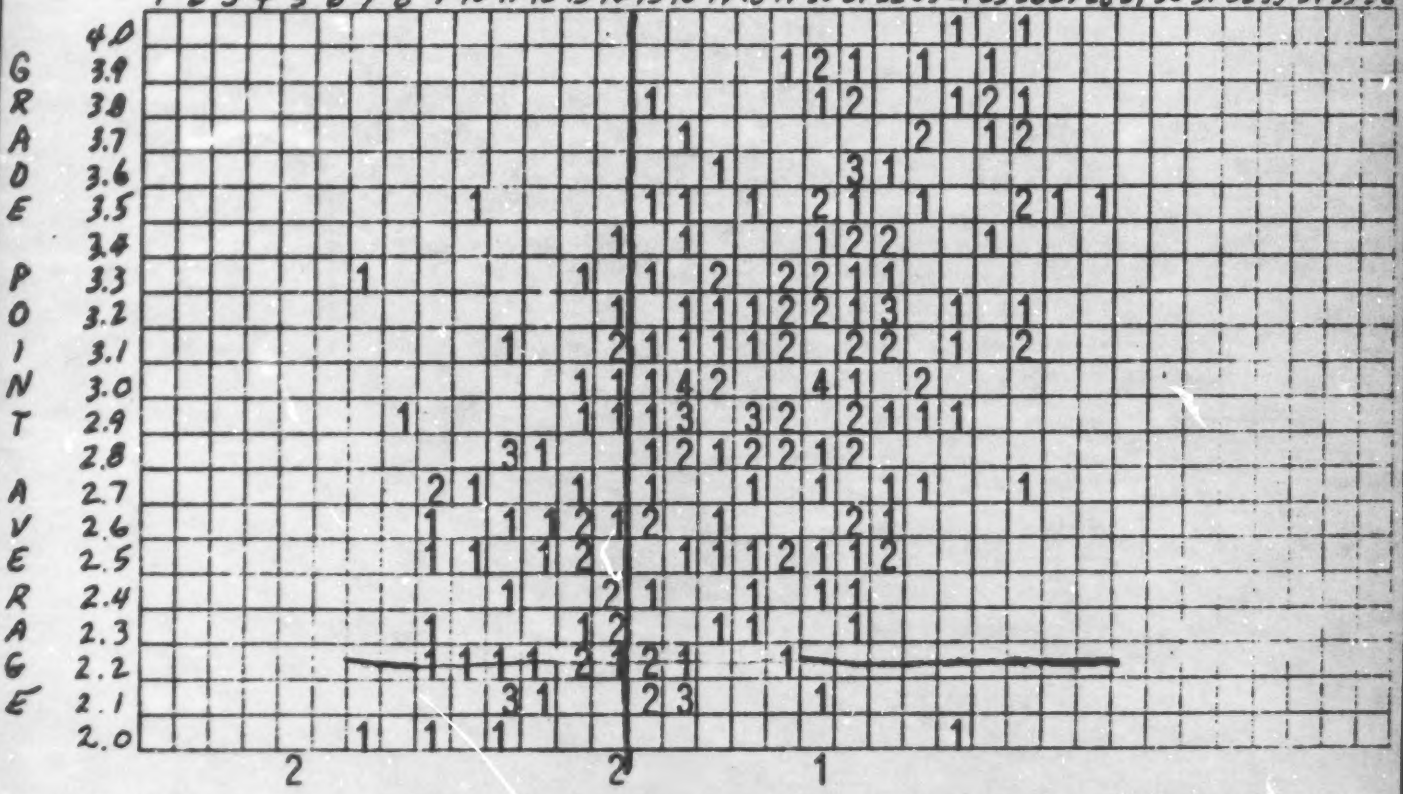
Sophomores Entering T.E.P.

Su. 80-Sp. 81

Less than 2.25
(24) 11%

Less than 15
(57) 26%

A C T SCORES



MEAN=17.74 (ACT)
2.92 (GPA) .55 Correlation

N=219

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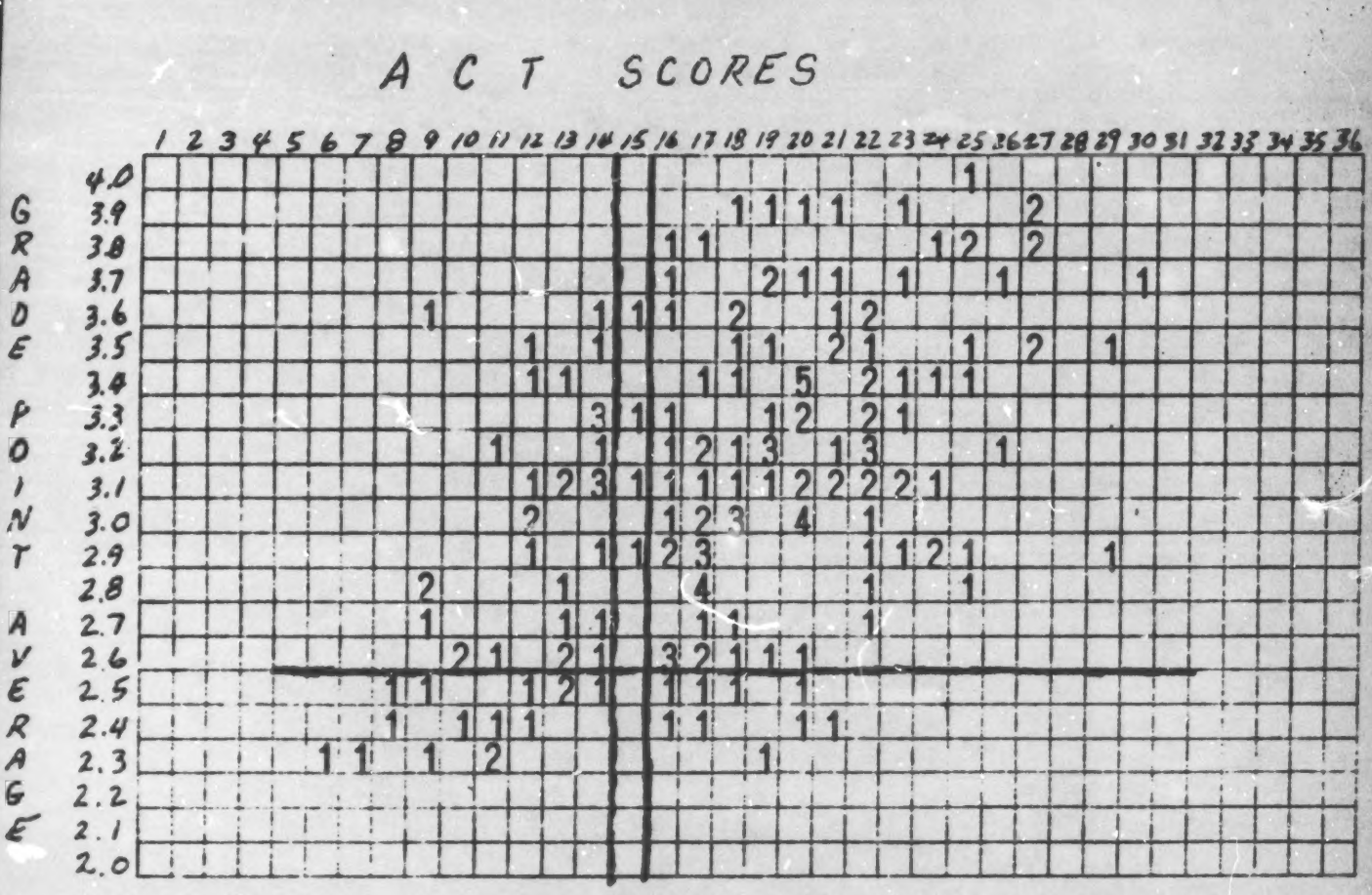
FIGURE 7

FALL 1980-SPRING 1981
ELE/ESE 498
With both ACT & GPA

If 2.5 (14) 8%
If 15 (48) 26%



N=183

Mean ACT 18.00
GPA 3.11

Correlation
.52

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APPENDIX A

NTE RESULTS 1977-1981

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November 1981

1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination TOTAL GROUP OF EKU STUDENTS WHO TOOK COMMON EXAMINATIONS

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	156	252	277	133	223	129	238	112	1520
Test Section and EKU mean score									
PROF. EDUCATION									
ENGLISH EXPRESS.									
SOC STUDIES									
SCIENCE-MATH									
WEIGHTED COMMON EXAM TOTAL (WCET)	558	560	568	555	563	541	560	552	559
National percentile rank of EKU mean	47	48	52	46	49	40	48	45	48
AREA EXAMINATION									
National percentile rank of EKU mean									

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination: ART EDUCATION

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	4	5	8	2	12	6	10	0	47
Test Section and EKU mean score									
PROF. EDUCATION	65	54	54	64	52	50	58	--	55
ENGLISH EXPRESS.	56	51	56	65	50	50	58	--	54
SOC STUDIES	67	57	61	66	53	53	57	--	57
SCIENCE-MATH	65	53	56	59	55	55	61	--	57
WEIGHTED COMMON EXAM TOTAL (WCET)	643	544	564	611	529	521	584	--	560
National percentile rank of EKU mean	82	41	49	70	36	33	58	--	48
AREA EXAMINATION	645	556	591	620	522	507	608	--	568
National percentile rank of EKU mean	72	35	49	62	24	19	57	--	40

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination **BIOLOGY AND GENERAL SCIENCE**

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	1	4	5	0	4	0	4	0	18
Test Section and EKU mean score									
PROF. EDUCATION	61	61	57	--	65	--	57	--	60
ENGLISH EXPRESS.	67	60	55	--	57	--	54	--	57
SOC STUDIES	66	56	58	--	62	--	58	--	59
SCIENCE-MATH	78	72	68	--	76	--	66	--	71
WEIGHTED COMMON EXAM TOTAL (WCET)	672	625	597	--	658	--	592	--	620
National percentile rank of EKU mean	90	76	65	--	86	--	63	--	74
AREA EXAMINATION	760	695	628	--	680	--	655	--	668
National percentile rank of EKU mean	95	75	46	--	68	--	58	--	63

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November 1981

1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination: **BUSINESS EDUCATION**

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	11	10	10	5	8	4	4	11	63
Test Section and EKU mean score									
PROF. EDUCATION	52	54	52	50	61	56	58	55	54
ENGLISH EXPRESS.	58	56	55	53	55	55	58	58	56
SOC STUDIES	48	50	51	47	54	54	51	50	50
SCIENCE-MATH	57	63	59	55	59	64	51	59	59
WEIGHTED COMMON EXAM TOTAL (WCET)	529	554	538	506	582	572	546	548	546
National percentile rank of EKU mean	36	45	40	28	58	53	42	43	42
AREA EXAMINATION	602	616	597	584	628	660	657	633	618
National percentile rank of EKU mean	51	57	48	44	63	76	75	65	59

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination CHEMISTRY, PHYSICS, AND GENERAL SCIENCE

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	0	2	3	0	1	0	2	0	8
Test Section and EKU mean score									
PROF. EDUCATION	--	71	51	--	76	--	63	--	62
ENGLISH EXPRESS.	--	71	54	--	72	--	62	--	63
SOC STUDIES	--	74	56	--	70	--	63	--	64
SCIENCE-MATH	--	84	68	--	74	--	68	--	73
WEIGHTED COMMON EXAM TOTAL (WCET)	--	751	569	--	736	--	640	--	653
National percentile rank of EKU mean	--	99	52	--	99	--	82	--	85
AREA EXAMINATION	--	710	500	--	520	--	505	--	556
National percentile rank of EKU mean	--	91	17	--	23	--	18	--	34

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination EDUCATION OF THE MENTALLY RETARDED

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	4	25	36	14	28	0	0	0	107
Test Section and EKU mean score									
PROF. EDUCATION	62	62	60	59	61	--	--	--	61
ENGLISH EXPRESS.	57	56	57	52	55	--	--	--	56
SOC STUDIES	57	52	57	53	53	--	--	--	54
SCIENCE-MATH	57	60	59	55	56	--	--	--	58
WEIGHTED COMMON EXAM TOTAL (WCET)	598	583	587	559	571	--	--	--	578
National percentile rank of EKU mean	60	58	60	48	52	--	--	--	56
AREA EXAMINATION	595	598	574	567	558*	--	--	--	575**
National percentile rank of EKU mean	49	50	40	38	34	--	--	--	41

* N= 29
** N= 108

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination: ELEMENTARY EDUCATION

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	47	81	78	29	50	45	67	64	461
Test Section and EKU mean score									
PROF. EDUCATION	57	57	58	55	59	51	56	58	57
ENGLISH EXPRESS.	52	53	54	54	56	51	54	53	53
SOC STUDIES	52	51	57	52	53	52	52	51	53
SCIENCE-MATH	56	59	57	55	55	54	55	57	56
WEIGHTED COMMON EXAM TOTAL (WCET)	548	556	571	544	566	529	545	555	554
National percentile rank of EKU mean	43	46	53	41	50	36	42	46	45
AREA EXAMINATION	603	619*	633**	605***	632****	586	609	618	616*****
National percentile rank of EKU mean	47	53	60	48	60	41	49	53	53

* N= 82
** N= 80
*** N= 30
**** N= 53
***** N= 468

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November 1981

1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination **ENGLISH LANGUAGE AND LITERATURE**

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	4	4	7	3	8	6	6	0	38
Test Section and EKU mean score									
PROF. EDUCATION	54	64	56	66	64	59	55	--	59
ENGLISH EXPRESS.	57	68	61	63	68	64	59	--	63
SOC STUDIES	62	63	67	68	64	64	60	--	64
SCIENCE-MATH	56	64	57	61	64	58	53	--	59
WEIGHTED COMMON EXAM TOTAL (WCET)	566	641	593	648	643	605	560	--	607
National percentile rank of EKU mean	50	82	63	84	82	68	48	--	69
AREA EXAMINATION	558	603	603	613	610	568	540	--	585
National percentile rank of EKU mean	35	53	53	57	56	38	29	--	45

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November 1981

1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination FRENCH

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	0	0	0	0	2	0	3	0	5
Test Section and EKU mean score									
PROF. EDUCATION	--	--	--	--	59	--	51	--	54
ENGLISH EXPRESS.	--	--	--	--	71	--	58	--	63
SOC STUDIES	--	--	--	--	58	--	58	--	58
SCIENCE-MATH	--	--	--	--	64	--	55	--	59
WEIGHTED COMMON EXAM TOTAL (WCET)	--	--	--	--	610	--	542	--	569
National percentile rank of EKU mean	--	--	--	--	68	--	38	--	52
AREA EXAMINATION	--	--	--	--	665	--	532*	--	576**
National percentile rank of EKU mean	--	--	--	--	70	--	25	--	41

* N=4
** N=6

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November 1981

1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination GERMAN

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	0	0	1	0	1	0	0	0	2
Test Section and EKU mean score									
PROF. EDUCATION	--	--	51	--	61	--	--	--	56
ENGLISH EXPRESS.	--	--	61	--	62	--	--	--	62
SOC STUDIES	--	--	60	--	60	--	--	--	60
SCIENCE-MATH	--	--	67	--	59	--	--	--	63
WEIGHTED COMMON EXAM TOTAL (WCET)	--	--	583	--	604	--	--	--	594
National percentile rank of EKU mean	--	--	58	--	67	--	--	--	63
AREA EXAMINATION	--	--	320	--	390	--	--	--	355
National percentile rank of EKU mean	--	--	1	--	5	--	--	--	3

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DIVISION OF INSTITUTIONAL RESEARCH — November 1981

1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination: HOME ECONOMICS

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	2	6	8	3	9	2	8	--	38
Test Section and EKU mean score									
PROF. EDUCATION	44	60	50	55	54	59	50	--	53
ENGLISH EXPRESS.	46	60	47	53	54	63	54	--	53
SOC STUDIES	45	61	47	45	52	56	55	--	52
SCIENCE-MATH	58	61	52	54	55	66	57	--	56
WEIGHTED COMMON EXAM TOTAL (WCET)	476	584	552	520	538	602	531	--	545
National percentile rank of EKU mean	19	58	45	33	40	67	36	--	42
AREA EXAMINATION	510	615	575	660	607	615	605	--	601
National percentile rank of EKU mean	15	48	32	71	44	48	43	--	41

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination INDUSTRIAL ARTS

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	10	16	9	9	12	7	10	5	78
Test Section and EKU mean score									
PROF. EDUCATION	53	50	56	58	52	50	52	59	53
ENGLISH EXPRESS.	50	49	53	53	49	50	53	57	51
SOC STUDIES	57	53	55	56	53	49	52	58	54
SCIENCE-MATH	64	66	63	68	59	62	66	69	64
WEIGHTED COMMON EXAM TOTAL (WCET)	564	545	573	594	536	531	557	607	559
National percentile rank of EKU mean	49	42	54	63	38	36	47	68	48
AREA EXAMINATION	650	649	669	649	642	620	655	666	650
National percentile rank of EKU mean	65	65	75	65	61	50	67	72	65

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1977-'1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination MATHEMATICS

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	5	5	2	2	3	0	5	0	22
Test Section and EKU mean score									
PROF. EDUCATION	58	60	69	65	53	--	58	--	59
ENGLISH EXPRESS.	63	57	58	58	54	--	64	--	57
SOC STUDIES	50	50	64	66	52	--	62	--	56
SCIENCE-MATH	74	72	69	72	58	--	71	--	70
WEIGHTED COMMON EXAM TOTAL (WCET)	605	598	664	660	542	--	629	--	610
National percentile rank of EKU mean	68	65	88	85	41	--	78	--	70
AREA EXAMINATION	606	618	615	730	577	--	576	--	616
National percentile rank of EKU mean	60	65	64	93	47	--	47	--	64

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Area Examination MEDIA SPECIALIST (LIBRARY SCIENCE)

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	0	4	4	0	0	0	0	0	8
Test Section and EKU mean score									
PROF. EDUCATION	--	59	54	--	--	--	--	--	57
ENGLISH EXPRESS.	--	59	58	--	--	--	--	--	59
SOC STUDIES	--	51	58	--	--	--	--	--	55
SCIENCE-MATH	--	55	53	--	--	--	--	--	54
WEIGHTED COMMON EXAM TOTAL (WCET)	--	558	551	--	--	--	--	--	555
National percentile rank of EKU mean	--	47	44	--	--	--	--	--	46
AREA EXAMINATION	--	563	582	--	--	--	--	--	574
National percentile rank of EKU mean	--	16*	18*	--	--	--	--	--	17*

*EKU students were measured on norms for examinees with Master's and Doctorate degrees as this examination was designed for candidates at level and norms for undergraduate students were not available.

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Area Examination MUSIC EDUCATION

Test Section and EKU mean score	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	21	9	15	10	11	7	17	8	107
PROF. EDUCATION	60	57	58	55	53	59	53	55	56
ENGLISH EXPRESS.	56	51	57	56	56	59	59	60	56
SOC STUDIES	56	55	57	57	53	57	58	54	57
SCIENCE-MATH	62	58	59	54	60	59	59	59	59
WEIGHTED COMMON EXAM TOTAL (WCET)	590	559	578	552	551	586	565	562	569
National percentile rank of EKU mean	62	48	56	45	45	59	50	48	53
AREA EXAMINATION	610	609	640	598	589	603	605	551	604
National percentile rank of EKU mean	52	52	65	47	44	49	50	29	50

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Area Examination PHYSICAL EDUCATION

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	39	35	43	18	31	23	26	14	218
Test Section and EKU mean score									
PROF. EDUCATION	54	51	52	52	52	49	53	46	52
ENGLISH EXPRESS.	48	48	49	50	51	48	51	49	49
SOC STUDIES	49	48	50	48	50	47	50	46	49
SCIENCE-MATH	57	56	58	55	56	56	56	52	56
WEIGHTED COMMON EXAM TOTAL (WCET)	526	518	528	515	522	501	530	477	518
National percentile rank of EKU mean	34	32	35	31	33	26	36	20	32
AREA EXAMINATION	642*	632	626	631	631	613	625	592	626**
National percentile rank of EKU mean	63	59	56	58	58	50	56	41	56

* N = 29
** N= 219

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Area Examination SOCIAL STUDIES

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	9	19	19	14	6	6	16	9	98
Test Section and EKU mean score									
PROF. EDUCATION	57	57	58	53	51	58	57	59	57
ENGLISH EXPRESS.	55	51	57	56	56	60	58	56	56
SOC STUDIES	60	61	64	61	61	70	64	64	63
SCIENCE-MATH	60	60	63	52	59	56	61	59	59
WEIGHTED COMMON EXAM TOTAL (WCET)	583	581	604	553	559	606	600	601	587
National percentile rank of EKU mean	58	57	67	45	48	68	66	66	60
AREA EXAMINATION	566	576	577	558	592	598	597	602	581
National percentile rank of EKU mean	41	45	45	38	52	53	53	55	47

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination SPANISH

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	0	0	0	4	0	0	2	0	6
Test Section and EKU mean score									
PROF. EDUCATION	--	--	--	56	--	--	67	--	60
ENGLISH EXPRESS.	--	--	--	64	--	--	72	--	67
SOC STUDIES	--	--	--	62	--	--	68	--	64
SCIENCE-MATH	--	--	--	63	--	--	69	--	65
WEIGHTED COMMON EXAM TOTAL (WCET)	--	--	--	601	--	--	679	--	627
National percentile rank of EKU mean	--	--	--	66	--	--	92	--	77
AREA EXAMINATION	--	--	--	540	--	--	580	--	553
National percentile rank of EKU mean	--	--	--	28	--	--	41	--	32

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination SPEECH, COMMUNICATION, AND THEATRE

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	0	0	1	0	0	0	0	0	1
Test Section and EKU mean score									
PROF. EDUCATION	--	--	53	--	--	--	--	--	53
ENGLISH EXPRESS.	--	--	75	--	--	--	--	--	75
SOC STUDIES	--	--	57	--	--	--	--	--	57
SCIENCE-MATH	--	--	60	--	--	--	--	--	60
WEIGHTED COMMON EXAM TOTAL (WCET)	--	--	580	--	--	--	--	--	580
National percentile rank of EKU mean	--	--	57	--	--	--	--	--	57
AREA EXAMINATION	--	--	590	--	--	--	--	--	590
National percentile rank of EKU mean	--	--	53	--	--	--	--	--	53

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Area Examination SPEECH PATHOLOGY

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	4	0	0	0	0	0	0	0	4
Test Section and EKU mean score									
PROF. EDUCATION	59	--	--	--	--	--	--	--	59
ENGLISH EXPRESS.	55	--	--	--	--	--	--	--	55
SOC STUDIES	57	--	--	--	--	--	--	--	57
SCIENCE-MATH	56	--	--	--	--	--	--	--	56
WEIGHTED COMMON EXAM TOTAL (WCET)	570	--	--	--	--	--	--	--	570
National percentile rank of EKU mean	53	--	--	--	--	--	--	--	53
AREA EXAMINATION	478	--	--	--	--	--	--	--	478
National percentile rank of EKU mean	1*	--	--	--	--	--	--	--	1*

*EKU students were measured on norms for examinees with Master's and Doctorate degrees as this examination was designed for candidates at that level and norms for undergraduate students were not available.

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1977-1981 SUMMARY OF EKU NATIONAL TEACHERS EXAMINATION SCORES GROUPED BY AREA EXAMINATION TAKEN

Area Examination: NO AREA EXAM TAKEN

	Test Dates								
	Dec 1977	Feb 1978	Jan 1979	Sept 1979	Jan 1980	Sept 1980	Jan 1981	Sept 1981	GRAND TOTAL
N=	6	27	28	11	37	23	58	1	191
Test Section and EKU mean score									
PROF. EDUCATION	53	57	57	60	58	56	59	58	58
ENGLISH EXPRESS.	55	54	56	58	56	56	55	58	56
SOC STUDIES	58	53	56	55	55	54	55	74	55
SCIENCE-MATH	56	57	57	57	58	55	56	59	57
WEIGHTED COMMON EXAM TOTAL (WCET)	551	558	566	577	580	554	567	675	567
National percentile rank of EKU mean	44	47	50	56	57	45	51	91	51
AREA EXAMINATION	Not Applicable								
National percentile rank of EKU mean									